

**Midlands Technical College**  
**Majors or Concentrations**  
**Contact: Susan Houck**  
**Director of Curriculum Development**

**Summary Statement of 1998-1999 Assessment Study**

Midlands Technical College (MTC) assesses specific majors on a three-to-five year cycle which typically coincides with self-studies and visits from external accreditation agencies. The assessment of majors determines the degree to which specific programs provide specialized knowledge, skills, and attitudes leading to employment in the field or discipline and/or success in a transfer senior-level program.

The program review process, which generates the assessment of majors, includes an analysis of the specific data elements identified to evaluate the effectiveness and the efficiency of programs at MTC. The effectiveness component of the process focuses on the learning outcomes, clients' satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the program cost, the space utilization rates, and the section size of courses.

In 1997-1998, the following ten programs were assessed: Accounting (ACC), Nursing (ADN), Computer Technology (CPT), Human Services (HUS), Management (MGT), Marketing (MKT), Medical Laboratory Technology (MLT), Office Systems Technology (OST), Pharmacy Technology (PHM), and Telecommunications Systems Management (TSM). A follow up on progress in meeting recommendations from completed program reviews revealed the following program improvements:

- (1) increased the NCLEX-RN pass rates from 82% to 92%
- (2) established e-mail links with the advisory committees in the CPT and TSM programs.
- (3) increased written communication assignments in the HUS, ACC, MGT, and MKT programs
- (4) received a donation of two coagulation analyzers from Richland Memorial Hospital for the MLT program
- (5) incorporated Internet training in the OST curriculum
- (6) added a certificate to the PHM program called Community Pharmacy Technician

Two objectives were identified for the 1998-1999 action plan of the assessment of majors or concentrations activity at MTC. All objectives were achieved. A detailed description of each objective and its achievement are included in a later section of this report, as are the 1999-2000 action plan objectives.

**Description of Assessment of the Major**

Assessment of the majors or concentrations in credit courses, through a complete program review process, closely ties to the institutional effectiveness process at MTC. Those individuals who perform institutional effectiveness activities evaluate the outcomes' consistency with the stated institutional mission and goals, measure the outcomes, and use the results of the measures to identify areas for institutional improvement. The assessment of the majors or concentrations in credit courses activity is significant in that it evaluates and measures outcomes of the educational process, which, in turn, helps those involved to identify areas in need of institutional improvement.

The program review process includes the analysis of identified data elements that indicate the effectiveness and efficiency of programs at MTC. Implementation of the review process includes analysis of the following data elements:

achievement of goals; mastery of capstone competencies; course progression; mastery of general education core competencies; success at senior institutions; student, alumni (graduate) and employers satisfaction; placement in field (duplicated headcount); annual unduplicated headcount of program majors/FTE; advisory committee participation; percent adjunct faculty in major; percent of adjunct faculty by discipline in general education; faculty credentials; number of graduates; retention of students by program; annual program cost; space utilization; and average section size. The program faculty work with personnel in the Education Unit to develop appropriate standards for these elements. Subsequently, the program faculty collect data that can indicate areas for improvement in these elements and make plans for changes that can affect the desired improvement. Although the program review process evaluates data that represents the perspectives of students, graduates, advisory committee members, faculty members, and administrators at MTC to obtain the most complete picture of the institution, a major focus of the process is the analysis of students' learning outcomes and successes. The weighty evaluation of students' outcomes and successes reflects the mission of MTC as a teaching institution and the importance that the faculty, staff, and administration place on teaching excellence. Representative of the data that indicates students' learning outcomes and successes are the capstone competencies and the general education core components.

Capstone competencies are defined as stated expectation(s) of knowledge and skills in both occupational/technical and general education areas which a student demonstrates at the successful completion of a program. Capstone competencies serve as a major indicator of student outcomes, combining technical and general education knowledge and skills. Program faculty have typically selected one of the following methods of assessing capstone competencies: a capstone course, a capstone project, an internship, or a licensure examination and/or simulated licensure examination.

Mastery of the general education core component, evaluated in a separate report, indicates the degree of academic success experienced by associate degree students in the general education core course work. A variety of data is gathered on students' academic success in course work that represents a specific competency within each stated general education value. Student performance that does not meet the stated success criterion leads to an evaluation of the process, seeking explanation that might indicate a revision in the course(s) to better represent the specific competency.

In the program review process, data for a three-year period is reviewed to determine trends and program faculty make recommendations for program improvement. The program recommendations derived from the findings are tied to the institution's annual plan in terms of budget, equipment, facilities, and personnel. The tracking of program recommendations and follow up of action taken to ensure academic program improvement demonstrate the accountability built into the program review process at MTC. Through this annual activity of the assessment of majors or concentrations for specific programs and the generation of this report, the continued emphasis on institutional effectiveness through assessment is reinforced.

### **Achievement of 1998-1999 Action Plan Objectives**

Midlands Technical College evaluated and reported on the institutional effectiveness component of the assessment of majors to the Commission on Higher Education (CHE) in July, 1998. The 1998-1999 action plan had two objectives. The following section identifies each objective and its achievement status.

#### **Objective Review the Vitality Study results with each department chair of the programs**

**A** **undergoing program reviews.**

**Status** The results of the Vitality Studies were reviewed with each department chair undergoing program reviews.

**Objective B** **The college will continue to monitor the progress of program recommendations from the completed program reviews.**

**Status** The progress of the recommendations for the ten programs reviewed were monitored.

### **Major Findings of the 1998-1999 Assessment Study**

The detailed, major findings of the study of scheduled selected majors through the program review process are contained in the executive summaries of each program and are placed as attachments to this report.

### **1999-2000 Action Plan Objectives**

The 1999-2000 action plan objectives for assessing majors or concentrations at Midlands Technical College consist of the following two objectives.

**Objective A** **Review the data elements that indicate the effectiveness and efficiency of the programs at MTC.**

**Objective B** **The college will continue to monitor the progress of program recommendations from completed program reviews.**

### **ASSESSMENT OF MAJORS**

#### **Review Cycle**

95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
AET CET EGT MET	CGC CRP HVAC LEG MED MTT SUR	ACC ADN CPT HUS MGT MKT MLT OST PHM TSM	DHG DTA NMT PNR PTA RAD	AA AS AUT CRJ DVS EEM HIM	AET CET EET EGT MET RES	ACC ADN CGC CPT CRP HVAC LEG MED MTT SUR	CPT MGT MKT OST PHM PNR RAD TSM	DHG DTA MLT NMT PTA	AA ACC AS AUT CPT CRJ DVS EEM EGT HIM HUS	ADN AET CET EET HVAC MET RAD RES	CGC CRP MED MTT OST PNR SUR TSM

#### **PROGRAM NAMES**

AA - Associate in Arts

#### **EXTERNAL ACCREDITATION CYCLE**

ABET every 6 years

ACC - Accounting	ACBSP every 7 years
ADN - Nursing	ADN every 8 years
AET - Architectural Engineering Technology	CRP every 5 years
AS - Associate in Science	DHG every 5 years
AUT -Automotive Technology	DTA every 5 years
CET - Civil Engineering Technology	HIM every 5 years
CGC - Commercial Graphics	LEG every 5 years (ABA)
CPT - Computer Technology	MED every 5 years
CRJ - Criminal Justice Technology	MLT every 5 years
CRP - Court Reporting	NMT every 5 years
DHG - Dental Hygiene	PHM every 6 years
DAT - Dental Assisting	PNR every 8 years
DVS - Developmental Studies	TA every 5 years
EEMI - Industrial Electricity/Electronics	RAD every 6 years
EET - Electronics Engineering Technology	ES every 5 years
EGT - Engineering Graphics Technology	SUR every 5 years
HIM - Health Information Management	
HUS - Human Services	
HVAC - Heating, Ventilation, Air Conditioning Technology	
LEG - Legal Assistant/Paralegal	
MED - Medical Assisting	
MET-Mechanical Engineering Technology	
MGT - Management	
MKT - Marketing	
MLT - Medical Laboratory Technology	
MTT - Machine Tool Technology	
NMT - Nuclear Medicine Technology	
OST - Office Systems Technology	
PHM - Pharmacy Technology	
PNR - Practical Nursing	
PTA - Physical Therapist Assistant	
RAD - Radiologic Technology	
RES - Respiratory Care	
SUR - Surgical Technology	
TSM - Telecommunications Systems Management	

(Revised 4/8/99)

## **EXECUTIVE SUMMARIES FOR ACADEMIC PROGRAM REVIEWS**

### **Program: ACCOUNTING (ACC)**

#### **Description of Program/Background Information:**

In the financial business, managers at all levels must have updated financial information to make decisions to ensure the success of their firms. Accountants and Auditors prepare, analyze and verify financial reports and data that furnish this essential information to their companies.

The Accounting program is designed to help develop the skills necessary for the highly technical and rapidly changing business environment. It is accredited by the Association of Collegiate Business Schools and Programs.

### **Important Findings**

#### **Strengths:**

1. The quality of the accounting faculty is exceptional based on the results of surveys and placement results.
2. The South Carolina Association of CPA's accepts our accounting courses in satisfying their requirement to sit for the CPA exam.
3. Expanded professional development opportunities have kept the accounting faculty current in their field.
4. Placement rates for graduates have been above 90% for the last three years.
5. All faculty meet and exceed SACS requirements. All faculty meet ACBSP's stringent requirements.

#### **Weaknesses:**

1. There is no current DACUM for the program.
2. High failure rate in ACC 202 which is the capstone course.
3. High withdrawal rate in ACC 101.
4. Not enough writing and speaking assignments in the major courses.

#### **Priority Recommendations (See Recommendation Section for details):**

1. Conduct a DACUM.
2. Study the ACC 202 course content and structure to include adding more automated accounting.
3. Study the feasibility of a pre-principles ACC class to increase retention and student success.
4. Increase the number of writing and speaking assignments in major courses.

#### **Progress Made to Date:**

1. DACUM scheduled for June 15, 1999.
2. Will use results of DACUM. Short-term response was to require completion of practice sets during the course rather than leaving them optional.
3. Decision will rest on results of the DACUM. Currently encourage students to take ACC 111.

Accounting Concepts, if they feel unprepared for ACC 101 or if they try ACC 101 and find it too difficult.

4. Informal encouragement already given; however, more structured inclusion of both expected as a result of DACUM.

## **Program: NURSING (ADN)**

### **Description of Program/Background Information:**

The Associate Degree Nursing program prepares individuals to be licensed as a registered nurse. Graduates of this program are prepared to perform nursing functions in meeting the common health needs of patients in a variety of health care settings such as hospitals, nursing homes, clinics and doctors' offices. Education includes a knowledge base of biological and social science concepts and skills necessary for practice in beginning nursing positions. The curriculum includes classroom instruction and practice in learning laboratories and various clinical settings.

Upon completion of the program, students are eligible to take the National Licensure Examination for Registered Nurses (NCLEX) to practice as a registered nurse. The program is accredited by the National League for Nursing (NLN) and the State Board of Nursing for South Carolina. Candidates who have criminal records may be required to appear before the State Board of Nursing for South Carolina, who will determine their eligibility to take the NCLEX-RN.

### **Important Findings**

#### **Strengths:**

1. The Associate Degree Nursing program is highly regarded by the students, graduates and the employers (community) according to Student, Employer, and Graduate surveys.
2. The faculty are highly qualified with rich experiences in clinical nursing and nursing education and are viewed as competent role models. The faculty are highly motivated to maintain nursing practice standards, and they genuinely enjoy working with students and clients. In addition, the faculty are active participants in numerous and varied community and professional organizations.
3. All faculty have the availability of individual computers.
4. Administration, faculty, and personnel of the college are supportive of the program and provide assistance as indicated.
5. The auto-tutorial lab and computer lab are valuable resources for the program of learning. The labs have a wide variety of multimedia available.
6. Clinical facilities and resources are excellent for client care and student learning and readily available in the local areas. The community and the advisory committee are very supportive. The area hospitals have contributed monetary support to the program since its conception. The program is responsive to agency requests for changes and modifications.
7. The program is one of the largest in the state, and the graduates are considered excellent practitioners and have been recruited by local clinical agencies.
8. The curriculum has been revised to emphasize common health problems and to include more community oriented experiences for the students.

9. Risk factor profiles were identified for students, and those with several factors are counseled by the faculty to increase retention rates.

### **Weaknesses:**

1. The NCLEX-RN rates dropped in 1996-97.

2. There is a high attrition rate in the second year.

3. Faculty need more professional development and computer training.

4. The demands on new graduates have increased. Students need more critical thinking and management skills.

5. The lecture/lab ratios need to be adjusted in NUR 105, 211, 212, and 214 for implementation in Fall 1999.

### **Priority Recommendations (See Recommendation Section for details):**

1. Increase NCLEX-RN pass rates.

2. Increase student enrollment and retention.

3. Provide faculty with more professional development and computer training.

4. Implement new teaching strategies to improve critical thinking skills.

5. Adjust the lecture/lab ratios for NUR 105, 211, 212, and 214 for implementation in Fall 1999.

### **Progress Made to Date:**

1. The annual NCLEX-RN pass rates have been improved. The pass rate for the period of 01/01/98 to 12/31/98 was 91.7% for 120 candidates. The South Carolina pass rate was 88.4% and the national pass rate was 85%. The program has exceeded over the state and national rates for 1998. The 1997 rate for the same period was 82%.

2. The student enrollment was decreased last year to 80 students twice a year. This was done in compliance to the recommendation from the Colleagues In Caring, which predicted that there would be an oversupply of nurses in South Carolina. The waiting list for the program has decreased. Efforts were made to recruit students into the program. A Tech Prep grant was obtained; a recruitment display, brochures, and favor items were purchased. Several faculty have been active in attending high schools and Career Days to increase interest in the program. Flyers concerning the program were given out at the South Carolina State Fair. Currently, the Associate Degree Nursing Program has 100 students on the waiting list.

The faculty developed a Risk Factor Profile for students. Eight risk factors were identified: those taking DVS courses, failing a nursing course, failing a non-nursing course, failing anatomy and physiology course, failing two or more sciences, scoring below the 35th percentile on one or more NLN Achievement exams, and scoring below the 35th percentile on the Basic I and Basic II exams.

The Retention, Progression, and Attrition Committee reviewed the Risk Factors and made the following recommendations:

- a. The faculty will do individual advisement and advise the same students until they graduate
- b. The Academic Risk Factor Profile will be filed in each student's folder.
- c. The students who are failing before and at midterm will be counseled and test-taking strategies incorporated before midterm.

3. Various forms of faculty development have been incorporated. Each faculty could apply to the collegewide program for faculty development. Many faculty have attended programs in Columbia and out-of-state. Several programs have been presented in faculty meetings. Many faculty have taken computer training. In 1999, there will be emphasis on computer training for faculty. Faculty in several clinical agencies have attended inservices on the use of the computer in the clinical settings. Faculty are developing PowerPoint presentations for the classroom.

4. The faculty have incorporated teaching strategies in each nursing course to improve critical thinking skills. The techniques include case studies, scenarios, group discussions in the classroom, and clinical post-conferences. Faculty have continued to improve test writing items to contain higher levels of learning, such as analysis and application.

5. The clinical hours have been adjusted in three courses--NUR 211, 212, and 214--which will begin in the Fall of 1999. The contact hours for NUR 105, Pharmacology, have been changed from three lab hours to one lecture hour.

## **Program: COMPUTER TECHNOLOGY (CPT)**

### **Description of Program/Background Information:**

This program introduces students to the high-speed computer as a versatile and powerful instrument for information processing and problem solving. The program is accredited by the Association of Collegiate Business Schools and Programs.

### **Important Findings**

#### **Strengths:**

1. Students and alumni indicate a high level of satisfaction with the program.
2. There is a large enrollment of students. This high enrollment may be due to the high visibility of information technology career opportunities in this geographic area.
3. A dynamic curriculum. Recommendation indicated in the alumni survey results has already been implemented.
4. Major thrust of curriculum is supported by the DACUM held in 1998.
5. Generates revenue in excess of cost.

#### **Weaknesses:**

1. Low retention rates. This rate could be attributed to several factors (1) implementation of several certificate programs (2) false expectation of students about the content of the CPT program and (3) poor



sequencing of courses.

2. Low advisory committee attendance at scheduled meetings.

3. Low return rate of employer surveys.

4. Placement rates are falling.

**Priority Recommendations (See Recommendation Section for details):**

1. Investigate the low retention rate of students specifically trying to find out if there is a trend that could be reviewed to improve retention. Also gather retention rates for other programs across country through first programming course.

2. Restructure the advisory committee. Establish an e-mail link with each member to share information on a more routine basis.

3. Investigate developing an annual survey for employers six months after student graduates.

4. Prepare an actual count of students placed. Data will be collected annually and will be available for departmental planning and the next program review.

**Progress Made to Date:**

1. Calls have been made to several schools trying to find out the retention rate for the first year programming course sequence. To date, schools have been unwilling to share, or do not keep such information.

2. Have added several new members to the advisory committee. Will meet mid-April.

3. Have solicited input from CPT faculty. Will solicit input from advisory committee. Survey instrument will be administered this summer after approval by Assessment, Research, and Planning.

4. Will collect data after May 1999 graduation. Have worked with Jack Peterson in IRM. An SIS report already exists that will provide the department the base information to use for collecting the actual count.

**Program: HUMAN SERVICES (HUS)**

**Description of Program/Background Information:**

**Students completing the Human Services Program are qualified to work in a variety of fields that require a basic understanding of the causes, nature, and consequences of human behavior. Students will develop an understanding of how to assist others in managing their behavior in order to achieve their full potential in educational, social, therapeutic and vocational settings.**

**Important Findings**

**Strengths:**

**1. Both current students and alumni report a high level of satisfaction with the program and the quality of instruction.**

- 2. The program has strengthened due to highly qualified, currently practicing adjunct faculty.**
- 3. The supervised field placement has become highly structured, affording students the opportunity to prepare earlier for this important experiential learning component.**
- 4. HUS majors enrolling in DVS courses are dropping, suggesting that better academically prepared students are choosing the major.**
- 5. Students either secure employment prior to graduation or are accepted into senior institutions for further study. Most pre-graduation employment occurs through field placement.**
- 6. Advisory committee participation is very high. Members attend meetings regularly.**

**Weaknesses:**

- 1. Public agencies and organizations are unfamiliar with the skills and knowledge of associate degree graduates.**
- 2. An orientation component is missing from the curriculum.**
- 3. The written communication skills of HUS students need to improve.**
- 4. The advisement of HUS students needs to improve.**
- 5. Admission criteria for the HUS program does not prepare students for the reality of the program.**

**Priority Recommendations (See Recommendation Section for details):**

- 1. Meet with public agencies and organizations to promote the program and familiarize these agencies with the skills and knowledge of the associate degree graduates.**
- 2. Develop an orientation component to the HUS program and incorporate it into the HUS 101 course.**
- 3. Design opportunities throughout the curriculum for students to develop written communication skills.**
- 4. Assign designated advisors to the HUS students and routinely update these designated advisors on program changes.**
- 5. Develop additional program admission requirements.**

**Progress Made to Date:**

- 1. The program director has met and continues to meet with representatives of various human service agencies and organizations in order to familiarize them with the skills and knowledge possessed by HUS graduates. Additionally, presentations to professional organizations are ongoing.**
- 2. COL 105, Freshman Seminar, is an orientation course that freshmen will be required to take beginning Fall 1999.**

**3. Every HUS course places a heavy emphasis in developing written communication skills. Students are required to write reaction papers, critiques and summaries. Faculty evaluate for both content and delivery.**

**4. As of Fall 1998 Semester, each student has been assigned an advisor. New and transfer students are seen initially by the director and then assigned a permanent advisor.**

**5. There are no plans to implement additional program requirements at this time. However, each new and transfer student must meet with the program director initially. This "interview" process enables the director to clarify program expectations and requirements for successful completion.**

## **Program: MANAGEMENT (MGT)**

### **Description of Program/Background Information:**

**Success in the business world requires knowledge in business technology and techniques of management. To meet this need, the Management curriculum requires courses in problem solving, human relations and critical thinking.**

**This program is accredited by the Association of Collegiate Business Schools and Programs.**

### **Important Findings**

#### **Strengths:**

- 1. The program has a high number of graduates.**
- 2. Student satisfaction with the program is extremely high according to the results of the student surveys.**
- 3. Placement rates for management graduates in management positions are very high.**

#### **Weaknesses:**

- 1. A recent DACUM has not been conducted.**
- 2. Low advisory committee participation.**
- 3. Major courses do not have an adequate number of writing and speaking assignments.**

### **Priority Recommendations (See Recommendation Section for details):**

- 1. Arrange for a DACUM to be conducted.**
- 2. Conduct a survey of participants and determine if new memberships are needed. Include the committee in the DACUM.**
- 3. Increase the number of writing and speaking assignments in the major courses.**

### **Progress Made to Date:**

1. DACUM scheduled for June 24, 1999.

2. New members being sought for advisory committee. All current members being invited to DACUM, including two prospective new members.

3. Informal encouragement already given; however, more structured inclusion of both expected as a result of DACUM.

—

## **Program: MARKETING (MKT)**

### **Description of Program/Background Information:**

Marketing is concerned with the distribution of goods and services from the producer to the consumer. The field of marketing has emerged as a dominant factor in the economy of the country.

Marketing graduates know new developments in sales, advertising and marketing research, and techniques for acquiring marketing information. Graduates may be eligible for positions in product planning and merchandising, advertising, sales and sales promotion, and marketing.

This program is accredited by the Association of Collegiate Business Schools and Programs.

### **Important Findings**

#### **Strengths:**

1. The program has strong emphasis on sales skills which provides graduates with additional entry level employment opportunities.

2. The program has a high number of graduates.

3. Student satisfaction with the program is extremely high according to the results of the student surveys.

#### **Weaknesses:**

1. A recent DACUM has not been conducted.

2. The content of MKT 260 Marketing Management does not include enough case method and simulation study.

3. Students and faculty are unaware of the double major option with the Management program.

4. Major courses do not have an adequate number of writing and speaking assignments.

5. Advisory committee participation is low.

### **Priority Recommendations (See Recommendation Section for details):**

1. Arrange for a DACUM to be conducted.

2. Review MKT 260 and determine how more case method and simulation study can be included in the course.
3. Explain the double major option to faculty and determine a way to promote the idea to students.
4. Increase the number of writing and speaking assignments in the major courses.
5. Re-evaluate membership and participation.

### **Progress Made to Date:**

1. DACUM scheduled for June 24, 1999.
2. Faculty committee will address following DACUM.
3. All faculty have been apprised of the double major option and have been encouraged to promote it. Also, scheduling of courses unique to marketing has been rearranged to allow students to take all three in a convenient block, both day and evening. Preliminary results are very encouraging with enrollment up substantially.
4. Informal encouragement already given; however, more structured inclusion of both expected as a result of DACUM.
5. New members being sought for advisory committee. Current members being invited to DACUM, including two new prospective members.

## **Program: MEDICAL LABORATORY TECHNOLOGY (MLT)**

### **Description of Program/Background Information:**

Medical laboratory technicians provide a wide range of information for physicians to use in diagnosis. Technicians work in clinical settings under the supervision of medical technologists and pathologists and are required to perform precise tests and procedures to guarantee accurate information for patient care. Technicians analyze body fluids, isolate and identify microorganisms, study blood components, perform pre-transfusion tests and determine disease-related responses.

The program prepares students to operate computerized lab equipment in a safe, cost-effective manner and to use quality control methods of assigned procedures. Students acquire a working knowledge in the areas of hematology, urinalysis, parasitology, immunology, clinical chemistry, clinical microbiology and blood banking. In addition, they develop important communication skills to be used in translating reports, records and results.

Graduates of the program are eligible to take the examination offered by the American Society of Clinical Pathologists (ASCP) and The National Certification Agency (NCA) for Medical Laboratory Personnel and earn the designation Medical Laboratory Technician (MLT). The program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

### **Important Findings**

**Strengths:**

1. Graduates perform exceptionally well on National Certification Exam.
2. Clinical affiliates are very supportive of the program as evidenced by the training of students and hiring of graduates.
3. Program has adapted well to the changing health care scene.
4. Students are well prepared in the theoretical foundation for clinical rotation.

**Weaknesses:**

1. Low percent of involvement from technical advisory committee.
2. Up-to-date automation in some laboratories is lacking.
3. Declining student numbers.

**Priority Recommendations (See Recommendation Section for details):**

1. Update technical advisory committee list. Too many members have been on for long periods without contribution.
2. Identify needed automation and means to obtain.
3. Investigate option for student recruitment.

**Progress Made to Date:**

1. No progress made. Solicited greater involvement for Fall 1998 meeting by having Medical Director draft letter. Attendance was marginally increased.
2. Have identified areas of greatest need (hematology; chemistry). Solicited technical advisory committee for donations. Donations of two (2) coagulation analyzers received from Richland Memorial Hospital (hematology). Obtained coulter cell counter through equipment money (hematology). Will obtain chemistry automated analyzer this spring through equipment funds.
3. Student recruitment activities include:
  - a. Letters were sent to students who listed MTC interest on application form.
  - b. Speaking to Health Career classes about MLT program as field of study.
  - c. Will visit White Knoll Elementary for Career Day on February 26, 1999.
  - d. Recruitment signs are posted throughout Beltline and Airport Campuses.
  - e. Letters were sent to AA/AS coordinators for distribution to advisors with highlights of MLT as career choice.

## **Program: OFFICE SYSTEMS TECHNOLOGY (OST)**

### **Description of Program/Background Information:**

The Office Systems Technology program is designed to provide students with skills necessary to achieve information processing and administrative assistant positions. In addition to office skills courses, the program offers specialized courses in legal and medical employment areas. The curriculum also includes courses emphasizing the microcomputer and in-depth training on software packages.

This program is accredited by the Association of Collegiate Business Schools and Programs.

### **Important Findings**

#### **Strengths:**

1. Students, alumni, and employers are satisfied with the program.
2. Graduates are well prepared to compete in today's job market.
3. Students and alumni indicate that they would choose MTC's OST program again and that they would recommend MTC to others.
4. Generates revenue in excess of cost.

#### **Weaknesses:**

1. Internet training and research skills are not included in the program.
2. The vast majority of alumni (73%) indicated that their jobs do not require transcription skills. Transcription is the major component of our OST 234 Office Communications course. This course needs to be reworked to more accurately reflect the needs of today's office environment.
3. Low return rate for employer surveys.

### **Priority Recommendations (See Recommendation Section for details):**

1. Incorporate internet training in the curriculum. Consider adding IST 225 Internet Communications and deleting IST 220 Data Communications.
2. Rework OST 234 course content to add more grammar/editing skills and to reduce transcription skills.
3. Investigate developing an annual survey for employers six months after students graduate.

### **Progress Made to Date:**

1. Several faculty members are investigating feasibility of adding IST 225 which requires a lab versus the IST 220 course that is classroom based in addition to the course content. Internet training on a modest level is provided in CPT 170.
2. Course content of OST 234 is under revision and should be implemented Fall 1999.
3. Have worked with IRM. Report exists to produce student/address mailing labels. Have received faculty input on survey. Will request input from advisory committee. Standard survey instrument will be used in

addition to faculty and advisory committee suggestions.

—

## **Program: PHARMACY (PHM)**

### **Description of Program/Background Information:**

**The Pharmacy Technology program teaches students to prepare and dispense medications under the supervision of a Registered Pharmacist. The program also prepares the student to perform other medication and non-medication activities related to overall pharmacy function. The Pharmacy Technician program teaches students to properly prepare and dispense drugs under the supervision of a registered pharmacist.**

**Midlands Technical College is accredited for Pharmacy Technology and Pharmacy Technician training by the American Society of Health-System Pharmacists.**

### **Important Findings**

#### **Strengths:**

- 1. Meeting the training qualifications for entry level pharmacy technicians in South Carolina.**
- 2. Delivery of pharmacy technician training into communities that are unable to support such training.**
- 3. Advisory committee support with donated equipment, shelving, cabinets, and flowhoods.**

#### **Weaknesses:**

1. Advisory committee meeting attendance. Committee has been restructured starting Fall 1998. Although attendance at meetings is down, participation by members using their facilities as training sites remains good for those in active practice.
2. Space utilization in pharmacy laboratory. This is a speciality lab with sensitive training materials in an open exposure in the laboratory. Most laboratory work is done during the spring semester.
3. Average section size. In addition to students on Airport Campus, there are course sections meeting laboratory in Dillon and Hampton. Lecture sections meet on respective college campuses where TV broadcast of lectures are received. A section number is assigned to each school. The number of students per college is small compared to Midlands in Columbia, thus making average class section size small.

### **Priority Recommendations (See Recommendation Section for details):**

1. Certificate curriculum for community pharmacy technicians.
2. Recruiting local students for community certificate.
3. Recruiting distance students through cooperating colleges.
4. Revitalization of advisory committee for pharmacy.



**Progress Made to Date:**

1. Community Pharmacy Technician Certificate approved.
2. Waiting for input from corporate pharmacy; i.e., Eckerd & CVS. Program ready for admission of students.
3. Planning information visits to cooperating college, Spring Semester 1999. Talking with Central Carolina Technical College about joining the cooperative program.
4. Inactive advisory committee members removed; new members added. Fall 1998 meeting had good attendance.

**Program: TELECOMMUNICATIONS SYSTEMS MANAGEMENT (TSM)****Description of Program/Background Information:**

Data communications is the common factor in distributed processing, on-line systems, teleprocessing, terminal-based systems and real-time systems. It is probably the fastest growing aspect of computing. The Telecommunications Systems Management curriculum is designed to bridge electronic science and computer data processing. Program graduates can write communications software and can use the communications hardware needed to set up network links. Wide-area communications and local-area networks are explored as well as many of the latest protocols. All topics are covered from a practical rather than a theoretical viewpoint.

The program is accredited by the Association of Collegiate Business Schools and Programs.

**Important Findings****Strengths:**

1. Steady enrollment of students and a high level of satisfaction by students in the program.
2. Involvement of the community through adjunct faculty participation. Several adjunct faculty are leaders in the development of new technologies in telecommunications.
3. The curriculum is changing to meet the needs of the community and to respond to the high visibility of information technology careers.
4. Inclusion of Windows NT as an elective.

**Weaknesses:**

1. Retention rates are dropping.
2. Low return rate of employer and alumni surveys.
3. Low participation in advisory committee meetings by advisory members.

**Priority Recommendations (See Recommendation Section for details):**

1. Investigate surveying students who do not remain in the program after one year to see if a trend is developing.
2. Investigate developing an annual survey for alumni and employers.
3. Restructure the advisory committee and establish an e-mail link with each member to share information on a more routine basis.

**Progress Made to Date:**

1. Have contacted IRM. Program exists to compile names of students not continuing. Will distribute survey during Summer 1999.
2. Will distribute standard MTC employer and alumni survey Summer 1999.
3. Have added new member, removed non-participating member. Will include EET coordinator on advisory committee. Plan to meet mid-April 1999.

---

[[MTC Homepage](#)] [[ARP Homepage](#)] [[Accountability Page](#)] [[ACT 629 - 1999](#)]

Last update: 1 January 2000

This site administered by Charles Parker - [parker@midlandstech.com](mailto:parker@midlandstech.com).

This page copyright © 1999, Midlands Technical College